

*The preservice teacher
knows the discipline...*

*Blind/Partially Sighted
Education*

(Grades K-12)

The beginning (preservice) teacher of students who are blind/partially sighted will demonstrate a knowledge of and/or competency in the following areas of study:

1. Philosophical, Historical, and Legal Foundations of Special Education (CR III A)	<ol style="list-style-type: none"> 1. Historical, social, and political issues which impact the field of special education and their relationship to developments in the field; (CC1-K2; VII-K2, S1) 2. The roles of community and advocacy groups and their influence on developments in special education; (CC1-K2, K5) 3. Models, theories, and philosophies that provide the basis for special education practice; (CC1-K1; VII-S1) 4. The existence of a disability does not preclude normal academic development, cognitive development, or communication ability; 5. Issues in definition, identification and placement procedures for individuals with disabilities; and (CC1-K3-4; VII-K3) 6. The legal basis and procedures including statutes, regulations, and case law which impact individuals with disabilities. (CC1-S2; VII-K1)
2. Characteristics of Learners (CR III A, B)	<ol style="list-style-type: none"> 1. Similarities and differences in the development of individuals with one or more disabilities; (CC2-K1, K7) 2. Structure, function, diseases, and disorders of the human visual system; (VI2-K1-3) 3. Characteristics of normal, delayed, different, and disordered communication patterns of individuals with disabilities; (CC2-K3; VI2-K7) 4. Various cultural dimensions that impact an individual with a disability including racial/ethnic and/or disability cultures; (CC2-K5)

The Special Education competencies have been developed to correlate with the following documents:

- Missouri's minimum requirements for Special Education certification, effective September 1, 1997, abbreviated as: CR III A, C = Certification Requirements section III (Professional Requirements), section A and C
- *What Every Special Educator Must Know: The International Standards for the Preparation and Certification of Special Education Teachers*, The Council for Exceptional Children, 1995, abbreviated as:
CC1-K3-4 = Common Core of Knowledge and Essential Skills for All Beginning Special Education Teachers section I, Knowledge statements 3 through 4
VII-K3, S1 = Teachers of Students with Visual Impairments section 1, Knowledge statement 3 and Skill statement 1

Beginning Teacher Discipline-Specific Competencies: Special Education: Blind/Partially Sighted

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The beginning (preservice) teacher of students who are blind/partially sighted will demonstrate a knowledge of and/or competency in the following areas of study:

Characteristics of Learners <i>(continued)</i>	<ol style="list-style-type: none"> 5. The effect of vision loss on cognitive processes; (VI2-K5) 6. The effects of a visual impairment on development; (VI2-K5) 7. The effects of a visual impairment on orientation and mobility; (VI2-K6) 8. The effect of one or more disabilities on an individual's learning; and (CC2-K2; VI2-K11) 9. Effects of medical, psychosocial, genetic, and/or environmental conditions on the educational, cognitive, physical, social, behavioral and emotional needs of individuals with disabilities. (CC2-K6; VI2-K5-6, K8-10)
3. Assessment, Diagnosis, Evaluation, and Programming (Special Education Process*) (CR III A, C) <i>* as identified by Missouri Department of Elementary and Secondary Education</i>	<ol style="list-style-type: none"> 1. Legal and ethical concerns, regulations, and guidelines regarding compliance with the Special Education Process; (CC3-K3; VI3-K3) 2. Appropriate selection, administration, modification, and interpretation of informal and formal assessment procedures and instruments; (CC3-K5, S5; VI3-K6-7) 3. Formal and informal assessments, including functional vision assessments and learning media assessments to comply with Braille Instruction RSMo 167.225; (CC3-K5, S5; VI3-K5, S2) 4. Commonly used principles and terminology of psychometrics; (CC3-K1; VI3-K2) 5. Strategies that consider the impact of diversity on assessment, eligibility, programming, and placement of individuals with disabilities; (CC3-K7; VI3-K8) 6. Continuum of placement and service delivery models available for individuals with disabilities emphasizing appropriateness in meeting individual needs; (CC3-K8; VI3-K4)

The beginning (preservice) teacher of students who are blind/partially sighted will demonstrate a knowledge of and/or competency in the following areas of study:

Assessment, Diagnosis, Evaluation, and Programming <i>(continued)</i>	<ol style="list-style-type: none"> 7. Methods for monitoring, recording, evaluating, and reporting performance of individuals with disabilities in the four domains (academic/vocational, domestic/self-help, recreational/leisure, community functioning); (CC3-K4, K9, S7, S11; VI3-K5-6, S2, S6) 8. Understanding of the sequence and interrelationship of each step of the Special Education Process; and (CC3-K3-4; VI3-K8) 9. The terminology and impact of medical, therapeutic, and educational information on assessment and programming. (CC3-K1, S3; VI3-K5, S5)
4. Instructional Content and Practice (CR III A-C)	<ol style="list-style-type: none"> 1. Research-supported instructional practices, strategies, and materials used across the continuum of service delivery models; (CC4-K1, S2, S4) 2. Proficiency in reading and writing of standard English Braille Grade 2; (VI4-K1) 3. Instructional practices used in teaching Braille reading and writing; (VI4-K1) 4. Curricula for the instruction of motor, sensory, cognitive, academic, social, language, affective, and functional life skills for individuals with disabilities; (CC4-K3) 5. Instructional practices used in teaching organization and study skills; (VI4-K6) 6. Effective practices to integrate academic instruction, affective education, and behavior management for individual students and groups of students with disabilities; (CC4-K1-2) 7. Accessing and acquiring curricular content knowledge as needed; (CC4-K4) 8. Techniques and assistive devices and services for modification of educational methods, materials, curricula, and physical environments; (CC4-K5; VI4-K16)

Beginning Teacher Discipline-Specific Competencies: Special Education: Blind/Partially Sighted

Revision date: 03/31/99 8:56 AM

The beginning (preservice) teacher of students who are blind/partially sighted will demonstrate a knowledge of and/or competency in the following areas of study:

<p>Instructional Content and Practice (continued)</p>	<ol style="list-style-type: none"> 9. Federal entitlements (e.g., American Printing House for the Blind Quota Funds) that relate to the provision of specialized equipment and materials for learners with visual impairments; (VI1-K1) 10. Traditional writing tools and devices (e.g., slate and stylus, Braillewriter, and writing guides); (VI4-K1) 11. Use and instructional application of Nemeth Code; (VI4-K2) 12. Listening and recording devices; (VI4-K1) 13. Instructional practices in keyboarding, electronic Braille notetaking, and other computer-based applications which facilitate literacy; (VI4-K1) 14. Use of computational devices (e.g., abacus); (VI4-K2) 15. Providing supports to students making age and grade level transitions including the transition to adult life; (CC4-K6) 16. Techniques to foster the development of auditory, tactile, and visual skills; (VI4-K1) 17. Use of compensatory visual strategies and optical and nonoptical devices; (VI4-K2) 18. Procedures and application of basic orientation and mobility skills (i.e., concepts, trailing, sighted guide techniques, room orientation, sound localization, protective techniques, directional techniques); and (VI4-K7) 19. Methods of travel, including public transportation and use of mobility devices and services provided by a university-trained orientation and mobility instructor. (VI4-K14)
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The beginning (preservice) teacher of students who are blind/partially sighted will demonstrate a knowledge of and/or competency in the following areas of study:

5. Planning and Managing the Teaching and Learning Environment (CR III B, C)	<ol style="list-style-type: none">1. Effective classroom management theories, methods, and techniques for individuals with disabilities incorporating research-supported practices; (CC5-K1-2)2. Universal precautions to maintain healthy and safe environments; (CC5-S1)3. Understanding when and how to access specialized resources, including funding sources; (VI5-S2; VI7-K2)4. Strategies for using technology to enhance the teaching and learning environment; (CC5-K3; VI5-K1)5. Strategies for managing time, schedules, and other associated variables for providing instruction; (CC5-S6)6. Strategies for utilizing mentors and role models in programming for individuals with disabilities; (CC5-S7; VI7-K3)7. Strategies for directing the activities of a classroom paraprofessional and others in an assisting role; and (CC5-S7; VI7-K3)8. Strategies for supervising Braille transcribers. (CC5-S7; VI7-K3)
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The beginning (preservice) teacher of students who are blind/partially sighted will demonstrate a knowledge of and/or competency in the following areas of study:

6. Student Behavior and Social Interaction Skills (CR III B, C)	<ol style="list-style-type: none">1. Legal and ethical standards regarding behavioral support systems for individuals with disabilities; (CC6-K1-2)2. Pragmatic language skills needed for social, educational, and functional-living environments; (CC6-K3; VI6-K1, S3)3. Community affiliation and advocacy issues and their influence on self-advocacy; (CC6-K6, S6; VI6, S3)4. Strategies for crisis prevention/intervention; and (CC6-K5)5. Analyzes communicative intent of behavior (i.e. behaviors are messages). (CC6-K3; VI6-K1)
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The beginning (preservice) teacher of students who are blind/partially sighted will demonstrate a knowledge of and/or competency in the following areas of study:

<p>7. Communication and Collaborative Partnerships (CR III A, B)</p>	<ol style="list-style-type: none"> 1. Strategies to promote access to information and facilities for individuals, families, school and community; (CC7-K1; VI7-K1) 2. Strategies to provide the appropriate communication access for individuals, families, school and community; (CC7-K1; VI7-S2) 3. Strategies to address concerns of families, teachers, students, and community related to individuals with disabilities; (CC7-K2; VI7-K1, S1) 4. Collaboration skills necessary to participate as an active and knowledgeable member of an educational team; (CC7-K3) 5. Skills required to participate as an active and knowledgeable member of a multi-disciplinary team; (CC7-K3) 6. Roles, responsibilities, and expertise of individuals with disabilities, families, teachers, administrators, and ancillary and support personnel in planning and delivering an individualized program; (CC7-K4; VI7-K1) 7. Strategies to address social and emotional issues that impact individuals with disabilities and their families; (CC7-K5, S5; VI7-K1) 8. General classroom settings, curriculum, and instructional strategies; (CC7-S6-7) 9. Techniques that can be used to provide and support services in general education settings; and (CC7-K4; VI7-K1) 10. Strategies for developing effective behavioral support systems within and across school and community settings. (CC6-S8; CC7-S3; VI6-S3; VI7-K2)
<p>8. Professional and Ethical Practices and Resources (CR III A, B)</p>	<ol style="list-style-type: none"> 1. Consumer organizations accessed by individuals with disabilities; (VI7-K2; VI8-K1) 2. Ethical practices as defined by appropriate professional learned societies; and (CC8-K2, S3-4, S6, S9) 3. Educational reform initiatives at the state and national level.